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ABSTRACT

This book describes how supplementary aids and services are defined by best practice, interpreted by individual states, and viewed by the courts to enable children with disabilities to be educated with typical children to the maximum extent appropriate. The first three chapters of the book deal with the need to provide a free appropriate public education to children with disabilities, the various services required by the Individuals with Disabilities Education Act, and the importance of regular classroom placements. Chapters 4, 5, and 6 detail the full range of supplementary aids and services, the continuum of alternative placements that must be provided by schools, and methods for providing the least restrictive environment. Chapter 7 presents methods for including supplementary aids and services in a child's Individualized Education Program (IEP) and related matters concerning IEP documentation. Chapters 8 and 9 describe direct and indirect teaching services that will enable a child with a disability to participate in the regular classroom. Chapter 10 focuses on assistive technology services, devices, and aids that can be used in conjunction with special education, related services, and supplementary aids and services to enable successful regular classroom participation. (Contains 41 references.) (CR)

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